



Annual School Plan 2020-2021

CCC Heep Woh College
Annual School Plan (2020-2021)

Part I : Information about the School

1.1 The Hong Kong Council of the Church of Christ in China: Vision, Mission Statement and Core Values on Education

Vision

Together we nurture fullness of life; Hand in hand we witness the love of Christ

Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver quality education to develop students' potential to the fullest and to share with them the Gospel. We also aim to cultivate a sense of good citizenship which will benefit our society and nation.

Core Value

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

1.2 Our School: Belief Statement, School Goal and Core Values

School Profile

Heep Woh College is a co-educational aided school established in 1970. The origin of Heep Woh College can be traced back to 1911 when Mrs. Lear Bigelow set up Heep Woh Kindergarten and Heep Woh Primary School in Guangzhou.

School Belief

With pastoral care and a balanced curriculum, our school aims to promote a holistic education, which addresses the moral, intellectual, physical, social, aesthetic and spiritual needs of our students. This would enable them to achieve their personal best to glorify God and to serve mankind.

School Goal

With LOVE and PASSION, we enhance students' whole-person development and nurture their virtues.
With ENDEAVOUR and COMMITMENT, we equip students to strive for excellence and become future leaders.

School Core Values

Excellence, Respect, Love, Faith and Justice

Part II : Theme for 2018/22

Transform our mindset, Stretch our potential (思維蛻變，潛能盡展)

Romans 12:2 (New International Version)

²*Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is--his good, pleasing and perfect will.*

✦ **Provide opportunities for students to think positive of themselves:**

- To understand themselves; to help them know and develop their strengths; and learn to identify their weaknesses and accept them as well
- To help our students learn more about the “Fixed Mindset” and the “Growth Mindset”*
- To transform our students with positive words and the sentences and adopt the “Growth Mindset”* as mental models to make a breakthrough of their comfort zones to improve themselves.
- To shoulder responsibilities (e.g. posts in Class Club, Interest Clubs, Subject Societies, House, Prefects, Student Association,)
- To experience different activities, presentations and competitions (other form-based activities) and leadership training
- To serve others, including family members, schoolmates, friends, neighbours and society

✦ **Enhance students' learning effectiveness and cater to different learners' needs, enhance students' confidence in learning**

✦ **Recognize students' academic as well as non-academic achievement; and build up an appreciation culture (to appreciate oneself and others) and enrich students' sense of achievement**

	Major Concerns
1	Enhancing Learning and Teaching Effectiveness arousing students' learning motivation and catering for learners' diversity
2	Enriching culture of teacher sharing and collaboration
3	Fostering a Positive and Supportive Environment that facilitates learning and rapport building in class or at school and strengthen students' self-confidence in their whole-person development

References: Dweck, C. S. (2008). *Mindset: The new psychology of success*. Random House Digital, Inc.

Major Concern 1: Enhancing Learning and Teaching Effectiveness arousing students' learning motivation and catering for learners' diversity

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1 To integrate the Major Renewed Emphases (MRE) at the whole-school, cross-curricular, KLA and subject level	<p><u>Integrating MRE with different approaches</u></p> <p>1.1.1 By blended learning: <i>e-learning, flipped classrooms, self-directed learning, etc.</i></p> <ul style="list-style-type: none"> ✧ 2020 – 2021 S1 Bridging Programme will be implemented in a blended learning mode. ✧ Google Classrooms will be set up before the commencement of the new school year to facilitate e-learning. ✧ Staff development programmes and Communities of practices (CoP) regarding e-learning will be organized for professional development and formation of a learning circle. 	Aug 2020	Blended online learning materials and platform are established as planned	Evaluation questionnaire of the programmes; Evaluation in AAC meeting(s)	PCY, CM (CLY, TCW, CLD, CSW, LPY, LSY)	Manpower of some non-AAC members
		Aug 2020	Google classrooms set up by September 2020	Evaluation in AAC and TAC meetings	TYS, CM	Assistance of IT committee
		Once per school team	Planned programmes held as scheduled with at least 70% of participating staff agreed that the programme objectives are achieved.	Evaluation questionnaire of the programmes; Evaluation in the AAC and TAC meetings	CM	Trainers for CoP and professional development programmes
	<p>1.1.2 By STEAM and ITE: More hands-on and minds-on activities; foster</p>	Whole year	(1) Team formed; (2) At least one	Evaluation in AAC and CDC	TYS, LC (HMW, LCK,	Networking with schools of

	<p><i>innovation, creativity, entrepreneurial spirit; use of computational thinking skills to solve daily life problems</i></p> <p>“Think Tank” on STEAM and ITE</p> <ul style="list-style-type: none"> • Team formation • Professional development and exchange • Team meetings regularly held to explore strategies for the development of STEAM and ITE (e.g., To explore the possibility of implementing BYOD) 	Whole year	<p>professional development programme organized per school term;</p> <p>(3) Meetings regularly held;</p> <p>(4) Direction of development determined</p>	meetings	TTW, CKM, LHK, TTT)	<p>outstanding development in STEAM or STEM</p> <p>Manpower of some non-AAC members</p>
	<p>1.1.3 By cross-curricular approach: Language Across the Curriculum (LAC)</p> <ul style="list-style-type: none"> ✧ Implementation of the whole S1-S2 GRL curriculum 	First Term	Implementation of the planned curriculum	Evaluation in GRL working team meeting(s)	PCY (THF, CPY)	
	<p>1.1.4 Stepping up Junior Secondary (JS) gifted education (GE) :</p> <ul style="list-style-type: none"> ✧ Develop the S1 Talent Pool ✧ Introduce the theory of Multi-intelligence in S1 Life-education (LE) lessons: Help students explore their talents ✧ Provide funding to different KLAS for developing JS GE programmes and activities 	Whole year	<p>(1) S1 Talent pool developed;</p> <p>(2) Completion of the planned LE lessons</p> <p>At least 60% usage of the approved budget for organizing JS GE programmes and activities</p>	Evaluation in AAC, CDC and TAC meetings	TYS, PCY (LCK, HMW, KKS)	School fund for financing GE

1.2 To promote ways of stimulating learning motivation and enhancing students' confidence in learning	1.1.1 S1-2 Subject Extension Class : <ul style="list-style-type: none"> ✧ Provide extension classes on academic subjects to let students explore more on interesting subjects. ✧ Collaborate with different subject departments (as planned in 2019 – 2020 programme plan) 	July 2021 Post-exam activity days	At least 70% of students agreed that the lesson objectives can be achieved	Evaluation in AAC and CDC meetings, Evaluation questionnaire	LWK, LC	Trainers or external tutors for organizing workshops; services provided by NGO or external organizations	
	1.1.2 Review of S4 Subject Selection Score Calculation Formula : <i>[Background: In 2019-2020 school year, with the initial consent among panel heads, the S4 subject selection score calculation formula was proposed to change to optimize students' preference in subject selection.]</i>						
	<ul style="list-style-type: none"> ✧ Trial of the subject selection mechanism based on the revised score calculation formula ✧ Determine whether the S4 subject selection score calculation formula will be changed 	Aug 2020	Trial completed	Evaluation in AAC and CDC meetings	LWK, LC		
		Sep 2020	Consent formed among panel heads	Evaluation in AAC and CDC meetings	LWK, LC		

Major Concern 2: Enriching culture of teacher sharing and collaboration

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To encourage teachers to share their experience, knowledge and skills in teaching and learning so as to help teachers' professional development	Expanding functionalities of the knowledge-sharing platform and the school knowledge repository	Aug 20 – June 21	60 % of teachers agree that they are satisfied with the functionality of the knowledge-sharing platform and school knowledge repository for knowledge sharing	<ul style="list-style-type: none"> • Department or Committee evaluation • Survey 	WCT, TYS, HMW, YYL and all Subject Department Heads	.
	Form Lesson Study Groups and various Communities of Practice (CoP), to encourage teachers to share their experience, knowledge, and skills to refine their instruction and further enhance the effectiveness of daily practice.	Sep 20 – June 21	70 % of teachers agree that Lesson Study Groups and Communities of Practice (CoP) provide an effective platform for professional sharing and development	<ul style="list-style-type: none"> • Survey • Feedback from teachers 	CM, CR and Staff Development Committee	Training provided by external experts
	Encourage teachers to store and share resources in our school knowledge repository.	Sep 20 – June 21	70 % of teachers agree that they often share and use the resources in our school knowledge repository	<ul style="list-style-type: none"> • Survey 	CM and Staff Development Committee	

Major Concern 3: Fostering a Positive and Supportive Environment that facilitates learning and rapport building in class or at school and strengthen students' self-confidence in their whole-person development

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To provide more opportunities for students to stretch their interests in various areas and enhance their leadership skills through LWL activities.	<ul style="list-style-type: none"> To provide more interest classes, clubs and LWL activities for students to cultivate their interests in non-academic domains To devise or student leaders' training programme according to the developmental needs of students. To enhance the roles of student leaders in the school setting and to foster their better image in school 	Aug 20 – July 21	<ul style="list-style-type: none"> More interest classes and clubs have been established for students to explore. More LWL activities related to KLA to enrich students learning experiences A new student leaders' training programme has been devised. Students show positive views on their leadership development 	1. Surveys: <ul style="list-style-type: none"> School-based Questionnaire Programme- based questionnaire 2. Evaluation in Team meetings	CST, LYC, LC, KCH, HCP, KKS CST CST	
To enhance the roles of Form Master and class teachers in pastoral care to strengthen class cohesion by enhancing the student-teacher relationship and social integration among students	<ul style="list-style-type: none"> To formulate a guideline for class teachers to cultivate the positive class spirit and supportive ethos. To enhance the roles of Form Masters in support of Class Teachers and to provide better coordination of school resources to students. To establish a working team to construct and refine class teacher period curriculum across levels addressing needs of students and the mission of 	Aug 20 – July 21	<ul style="list-style-type: none"> The guide for class teachers is reviewed and refined on the needs of students Students show positive views on their relationships with peers and teachers Students show cohesion to their classes and a sense of belonging to the school To try new roles of Form Masters/ Mistresses to provide support class teachers and 	1. Surveys: <ul style="list-style-type: none"> ✧ School-based Questionnaire ✧ Programme-based questionnaire ✧ Stakeholder Questionnaires ✧ APASO: 'Attitude to School' 2. Review in committee	MKY, KKS, KCH MKY, KKS, KCH KKS	

	the school		address the needs of the forms <ul style="list-style-type: none"> Devise school-based class period lesson plan for S1 and S2 	meetings		
To conduct preventive and developmental programmes that facilitate the mental health of students	<ul style="list-style-type: none"> To equip students with knowledge and skills in handling stress or a crisis in life. To promote services and exchanges to widen students' horizons and stretch their potentials 	Aug 20 – July 21	<ul style="list-style-type: none"> More workshops, programmes or activities related to mental health is held Students show a positive outlook of life Students (S3 – S5) show positive views to community services Participants joining the exchange programmes find the experience valuable and the programmes can widen their horizons. 	1. Surveys: <ul style="list-style-type: none"> ✧ School-based Questionnaire ✧ Programme-based questionnaire ✧ Stakeholder Questionnaires ✧ APASO: 'Attitude to School' 2. Review in committee meetings	KCH, KKS HCP, NTY, CST, KKS, LWF	